
Gifted Standards Revisions

The Background:

In December 1998, a Resolution Agreement was signed between the Department of Education and the Office for Civil Rights (OCR) which outlined specific revisions to be made in the guidelines and standards required in the child find, screening, assessment, and eligibility of students identified as Intellectually Gifted. The 1998 OCR Resolution Agreement is based on Title VI of the Civil Rights Act which prohibits school districts from intentionally discriminating against children on the basis of race, color, or national origin and provides that school districts not utilize “*criteria or methods of administration*” that would subject individuals to discrimination because of race, color or national origin.”

Between May 1998 and June 2000, a Gifted Task Force representing parents, teachers, and administrators from across the state was charged with the provisions outlined in the 1998 OCR Resolution Agreement. In the spring of 2000 training was provided statewide, with the revised guidelines and standards approved by the Board of Education in February 2000 and becoming effective on July 1, 2000. Specific guidelines for child find procedures and group screening; individual screening; comprehensive assessment; and eligibility as a student who is identified for services in Special Education are located on the Department of Education website at: <http://state.tn.us/education/speced/doc/seintgiftglines.pdf> – *Intellectually Gifted Manual*.

In the 2002-2003 school year a number of issues regarding Gifted education services reform were expressed through three professional/advocacy groups for gifted education:

- (1) Tennessee Association of Administrators of Special Education (TASSE),
- (2) Tennessee Association for the Gifted (TAG),
- (3) Tennessee Initiative for Gifted Education Reform (TIGER).

These three groups representing administrators, teachers and parents mutually expressed concerns yet to be addressed in gifted education reform. In response to these concerns, the Tennessee General Assembly passed House Joint Resolution 75 (HJR 75), which was sponsored by representatives Maddox and Hood and was then signed by Governor Bredesen on June 11, 2003.

HJR 75 directed the formation of a Joint Study Committee to examine and make changes in the State Board of Education rules and regulations for *Intellectually Gifted* students in five related areas:

- 1) Improving and clarifying eligibility criteria for intellectually gifted students.
- 2) Improving education planning for intellectually gifted students as well as streamlining procedures and reducing paperwork related to Individualized Education Programs.
- 3) Making evaluation and reevaluation methods and procedures more efficient and more appropriate for intellectually gifted students.
- 4) Increasing the likelihood that the needs of intellectually gifted students are addressed and met in regular K-12 classrooms, and that students have easier access to advanced instruction in higher grades and post-secondary school settings.
- 5) Providing pre-service, in-service and advanced teacher training regarding the needs of intellectually gifted students.

The Joint Study Committee met throughout the fall of 2003, and the final report was submitted and approved by the State Board of Education in January 2004. Joint Study Committee report Recommendation 1.1 reads as follows:

The State Board of Education requests the Department of Education to establish a Task Force for Intellectually Gifted with a representative from the State Board of Education to review the state guidelines and standards established for determining program eligibility criteria, evaluation procedures, and evaluation participants according to Rule 0520-1-9-07.

An Intellectually Gifted Task Force was assembled, began work in September 2004 and has continued to meet throughout the spring semester of the 2005-2006 school year.

The Recommendation:

The Department of Education recommends acceptance of the standards on first reading. The SBE staff concurs with this recommendation.

Gifted Task Force Members

	Name	Gifted Affiliation
Tennessee State Board of Education	Art Fuller	
Department of Education	Ann Sanders Mike Copas Carol Irwin	Director of Assessment, Spec.Ed. Gifted Coordinator, Spec.Ed. ESL Coordinator, Fed. Programs Betts Chair of Education and Human Development, Department of Special Education TASP President '04-'05 TIGER
Vanderbilt University	Dr. Donna Ford	Lead Gifted Teacher TAG President School Psychologist Gifted Coordinator Special Education Supervisor Lead Gifted Teacher TAG President-Elect Teacher of Gifted Former Lead School Psychologist (Nashville) Former Gifted Coordinator (Nashville) Psychologist – Private Practice
TN Tech University Middle TN State University	Jann Cupp David Carleton	
Hamilton County	Lynn Howard Tara Strang Dan Predmore	
Jackson-Madison County	Paula Butler	
Memphis City	Wanda Day	
Rutherford County Schools Davidson County – Help For Kids	Carol Berning Peggy Thigpen	
Davidson County	Beth O'Shea	
Rutherford County	Ginny Brinthaup	

Standards for Program Eligibility Criteria

Gifted Eligibility Standards Revisions Reference Sheet

2. Eligibility Standards

Eligibility Standard #1

- (2) Evaluation and assessment of the following components
 - (a) educational performance or aptitude,
 - (b) creativity/characteristics of intellectual giftedness, and
 - (c) cognition/intelligence

Eligibility Standards #2

ADVERSE EFFECTS REMOVED FROM GIFTED STANDARDS

3. Evaluation Procedures

Evaluation Procedures #3

- a. Evaluation shall include the following
 - (1) systematic child-find to include at least one grade level screening and opportunities for individual screening in grades K-12 in the areas of:
 - (a) educational performance or aptitude, and
 - (b) creativity/ characteristics of giftedness.

Evaluation Procedures #4

- (a) individual evaluation of cognition or intellectual ability and,
- (b) individual evaluation of educational performance and characteristics of intellectual giftedness. The need for expanded assessment and evaluation in each of these areas is determined based on the results of the individual screening;

Evaluation Procedures #5

- (4) assessment procedures in the three component areas of evaluation shall be completed for program and services planning regardless of the standards used to make the final eligibility determination.

4. Evaluation Participants

Evaluation Participants #6

- 2) The child's referring teacher, or a general classroom teacher qualified to teach a child of his/her age, who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); **and when appropriate, in collaboration with**
- 3) **the ESL teacher, when the child is an English Language Learner;**
- 4) an appropriately licensed school psychologist, **licensed psychological examiner or senior psychological examiner**, or licensed psychologist;
- 5) a person who meets employment standards in gifted education or is **licensed with an endorsement in gifted education**; and/or
- 6) a licensed special education teacher; and
- 7) other professional personnel, as indicated

Intellectually Gifted

Definition

- a. “Intellectually Gifted” means a child whose intellectual abilities and potential for achievement are so outstanding that special provisions are required to meet the child’s educational needs.

1. Eligibility Standards

- a. Evaluation of intellectually gifted shall include:
 - (1) assessment through a multi-modal identification process, wherein no singular mechanism, criterion or cut-off score is used for determination of eligibility; and
 - (2) evaluation and assessment of the following components:
 - (a) educational performance or aptitude,
 - (b) creativity/characteristics of intellectual giftedness, and
 - (c) cognition/intelligence
- b. Eligibility for an individual child is based on analysis of this information. The screening and comprehensive assessment results must meet specific eligibility standards based on multiple criteria and multiple assessment measures.

2. Evaluation Procedures

- a. Evaluation shall include the following:
 - (1) systematic child-find to include at least one grade level screening and opportunities for individual screening in grades K-12 in the areas of:
 - (a) educational performance or aptitude, and
 - (b) creativity/ characteristics of giftedness.
 - (2) a team review of individual screening results;
 - (3) referral for individual comprehensive assessment based on results from individual screening information. Individual evaluation procedures shall include appropriate use of instruments that are sensitive to cultural, linguistic, and economic differences or sensory impairments. The comprehensive assessment shall include:
 - (a) individual evaluation of cognition or intellectual ability; and
 - (b) individual evaluation of educational performance and characteristics of intellectual giftedness. The need for expanded assessment and evaluation in each of these areas is determined based on the results of the individual screening;

- (4) assessment procedures in the three component areas of evaluation shall be completed for program and services planning regardless of the standards used to make the final eligibility determination.

3. Evaluation Participants

- a. Information shall be gathered from the following persons in the evaluation of intellectual giftedness:

- (1) the parent(s) or guardian of the child;

- (2) the child's referring teacher, or a general classroom teacher qualified to teach a child of his/her age, who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); and when appropriate, in collaboration with

- (3) the ESL teacher, when the child is an English Language Learner;

- (4) an appropriately licensed school psychologist, licensed psychological examiner or senior psychological examiner, or licensed psychologist;

- (5) a person who meets employment standards in gifted education or is licensed with an endorsement in gifted education; and/or

- (6) a licensed special education teacher; and

- (7) other professional personnel, as indicated.